**Lesson Plan # 2**

**Teacher:** Thomas Deal **Unit:** Cooperation and Conflict Native American Nations and the New

Settlers

**Grade Level:** 5  **Lesson:** 2

**Date of Lesson:** 11/ 24/14 **Duration:** 60 Minutes

**Students:** 27

***Content Standards:***

**S.S. - 5.3** Students will:

* Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges). 3.   Examine the conflicts before the Revolutionary War (e.g., the Powhatan Wars in Virginia, the French and Indian War).
* Place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
* Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).

**(Word Recognition, Fluency, and Vocabulary Development)**

**ELA - 5E1a:** Students will: (Used in Lesson 1 – other curricular standards will be employed in future lessons)

Use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

**5E1a.6:** Understand unknown words by using word, sentence, and paragraph clues to determine meaning

**Learner Background:**

**Prior knowledge**

* Students will have already learned about “First American” native groups from the desert southwest, pacific northwest, great plains, and eastern woodlands, as well as first contact with European groups during the Age of Exploration.

**Necessary skills**

* describe the different Native American tribes and nations
* the conflicts among colonists, settlers, and Native Americans
* why these relationships existed
* proficient use of popplet (computer-assisted graphic organizer) use
* proficient use of computer skills (Word, PowerPoint, copy, cut paste)

**Student Learning Objective(s):**

Students will be:

* differentiating between the migratory patterns and eventual settlement
* sharing the contributions and achievements of the early Americans
* determining how the Native Americans adapted and utilized geographic resources to meet their basic needs
* sequencing events in Native American migration and settlement

**Assessment:**

* **Informal assessment**: Visual assessments of Popplet work and auditory assessment of group discussions (Monitoring)
* **Formal assessment**: None

**Materials/Resources:**

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| Computers, iPads, Apple TV, Interactive Whiteboard, Textbook, Graphic Organizers, Hardcopies of text from websites  Double click documents to OPEN | | | | | |
| Hardcopy of text from websites  &  Order | 1 | 2 | 3 | 4 | No Text |
| All links will be found on our classroom website for Social Studies  Order | <http://www.wvculture.org/history/indland.html>  1 | <http://firstpeoplesofcanada.com/fp_furtrade/fp_contact_thirteen_colonies.html>  2 | <http://education-portal.com/academy/lesson/the-indian-wars-struggle-between-native-americans-and-settlers.html#lesson>  3 | <http://www.cogsci.indiana.edu/farg/rehling/nativeAm/ling.html>  4 | <http://invasionofamerica.ehistory.org/>  5 |
| All links will be found on our classroom website for Social Studies | <https://www.google.com/culturalinstitute/project/art-project>  (PS) | <https://www.google.com/culturalinstitute/browse/North%20American%20Indian?q.8129907598665562501=8039315&q.openId=8129907598665562501&projectId=art-project&v.view=gallery&v.filter=items>  (Museum Gallery) | <https://www.youtube.com/watch?v=-lSgMh3bMKc>  (Example of Project) | <https://www.gilderlehrman.org/sites/default/files/content-images/06772p2.web_.jpg>  (PS) | <http://www.nmai.si.edu/>  (PS) |
| Additional Resources | <http://popplet.com>  web-based graphic organizer |  |  |  |  |

**Teaching Model/Strategy**

The lesson will be done in whole class discussion then move into 9 – 3 member teams to provide for collaboration and peer tutoring amongst the students. Cooperative learning.

**Cognitive Thinking Skills Strategy**

Information Gathering:

* Sensing – seeing, hearing ***(YouTube video)***

Basic Understanding:

* Organizing gathered information ***(Popplet)***
* Forming concepts ***(Completed Popplet)***
* Linking ideas together ***(Popplet)***

Productive Thinking:

* Using information and understanding ***(Primary Sources)***
* Creating, deciding, analyzing, evaluating ***(Performance Concepts)***

**Learning Activities:**

Students will be differentiating between the migratory patterns and eventual settlement; sharing the contributions and achievements of the early Americans; determining how the Native Americans adapted and utilized geographic resources to meet their basic needs; sequencing events in Native American migration and settlement

Online visual timer on the interactive whiteboard is used to assist students focus on the tasks at hand. Along with PowerPoint Slides for Grade Level Expectations (Visual Aid)

**Lesson Development:**

*Whole class*

* Explain museum project
* Explain that students will be finding artifacts, researching important people, reading documents, and exploring visual aids (i.e., maps).
* Students’ findings will lead them to choosing artifacts, writing a speech (wax person), and creating their own visual image to be put into the exhibit about cooperation and conflict between American Indians and new settlers
* Give each student a small blank journal book/ popplet (student choice)
* Each page should contain the ideas for the content of the exhibition piece
* Textbook lessons may be taught to provide background information and support materials. After a brief review on last week’s popplets
* Review of last week’s lesson of their popplets (computer-assisted graphic organizer) with regard to “History Detective” questions.
* Explain our museum project. Short virtual “Field Trip” to: [HERE](https://www.google.com/culturalinstitute/project/art-project) (Google Cultural Institute) & [HERE](https://www.google.com/culturalinstitute/browse/North%20American%20Indian?q.8129907598665562501=8039315&q.openId=8129907598665562501&projectId=art-project&v.view=gallery&v.filter=items) North American artifacts. A short video of 5th grade wax museum piece on historic figures: [HERE](https://www.youtube.com/watch?v=-lSgMh3bMKc)

*Small group* –

* Last week’s groups will collaborate again within their groups (same as last week)
* Students will get their iPads
* Point out that in their reading certain aspects are highlighted for them with regards to dates, tribes, people and locations, historical documents.
* Provide use of popplet or graphic organizers (biographical & timeline) to scaffold this task (students choice) See additional resources box
* Begin their reading on the web or hardcopy (students choice) See text box
* Allow the students time to reread each text again (same as last week) and use their graphic organizers to compile material of importance
* We will use a modelling and demonstration for one topic e.g. timeline graphic organizer (popplet)
* Students will continue to researching and gathering information utilizing primary sources (PS)
  + differentiating between the migratory patterns and eventual settlement
  + sharing the contributions and achievements of the early Americans
  + determining how the Native Americans adapted and utilized geographic resources to meet their basic needs
  + sequencing events in Native American migration and settlement

This in-turn will lead them to choosing their own visual representation to be put into the exhibit.

* Monitoring will be utilized for each groups’ work, checking for understanding by questioning, visual assessment of tasks (informal assessments)

**Closure:**

* Each group will be asked what they will exhibit in the museum plus
* Two facts they have found in their research and why is that important to their audience

**Individuals Needing Differentiated Instruction**

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| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| **Kono** | 1.– Has a harder time comprehending reading text when a computer screen is utilized  2. Past online reading comprehension scores compared to text reading comprehension scores | 1. show Kono the (ctrl + prt sc) to copy and paste text into a document and print these documents off 2. using a hi-lighter to mark important key vocabulary and concepts |
| **Yugo** | 1. Provide more rigor in content areas  2. Past performance on a number of task in all content areas; little to no focus when not engaged | 1. will be given an extra task as Museum Director – he will assist all groups with the presentations (only within the class) 2. will peer-tutor in some group work |
| **Koya** | 1. ELL – English Language Learner  2. ESL assessment testing  (Reading = Beginner; Listening = Proficient  Writing = Beginner; Speaking = Proficient) | 1. create a content vocabulary list 2. will be assisted by a peer in group work 3. verbal instructions will be given to increase understanding of tasks |